DOCUMENT RESUME

ED 247 987 JC 840 490

TITLE Missions and Activities of Johnson County Community College: Constituent Perceptions and Evaluations, Spring 1984.
INSTITUTION Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.
PUB DATE Apr 84
NOTE 62p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Administrator Attitudes; College Planning; *College Role; Community Colleges; *Educational Needs; Governing Boards; *Organizational Objectives; Questionnaires; School Surveys; Student Attitudes; Teacher Attitudes; Two Year Colleges

ABSTRACT

In spring 1984, Johnson County Community College (JCCC) conducted a survey of its constituents asking them to assess 66 college activities in terms of their importance and how well they were being accomplished at JCCC. The survey instrument was administered to 1,225 individuals from JCCC's major constituent groups, including members of the board of trustees, foundation board of directors, college administrators, faculty, and students. Study findings, based on an overall 40.7% response rate, included the following: (1) respondents felt that JCCC should emphasize its instructional programs, including credit courses and certificate and associate degree programs in transfer, occupational and general education areas; (2) JCCC was perceived to perform this primary mission exceedingly well; (3) constituents supported JCCC's providing instructional programs and related support services to various special groups of students; (3) the two priority missions that constituents felt could be improved were providing special support services and programs for students of high academic ability and providing credit courses and programs at accessible locations to meet adult educational needs; and (4) constituents perceived JCCC to currently overemphasize providing general interest courses for senior citizens and instructional programs for non-high school graduates; and (5) there was remarkable consistency among the constituent groups. The questionnaire is appended. (Author/LAL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED247987

Missions and Activities of Johnson County Community College: Constituent Perceptions and Evaluations Spring 1984

TC 840 490

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D. Doucette

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Office of Institutional Research

April 1984

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

MISSIONS AND ACTIVITIES OF JOHNSON COUNTY COMMUNITY COLLEGE: CONSTITUENT PERCEPTIONS AND EVALUATIONS

SPRING 1984

In preparation for Johnson County Community College's annual update of its Master Plan, the Community College Activities Survey was administered to important college constituents. These included members of the Board of Trustees, the Foundation Board of Directors, college administrators, full-time and part-time faculty, the Student Senate, and day and evening students.

The Community College Activities Survey asks respondents to answer two questions about 66 different activities in which JCCC might engage: Is the activity important to do? Is the activity being done well? Analysis of constituents' responses to these questions provides the following results and insights with which to inform the planning process:

1. a description of alternative missions which JCCC might pursue in terms of groups of activities perceived by constituents to be related

2. ratings of the perceived importance of JCCC's engaging in identified missions and in the specific activities of which they are comprised

3. ratings of how well constituents perceive JCCC currently performs identified missions and activities

4. discrepancies between the perceived importance and current performance of identified missions and activities indicating opportunities for improvement or change

5. priorities of various constitutent groups regarding the importance and performance of identified missions and activities

The following report contains an introduction and rationale for the study, narrative highlights of its principal results, and detailed results in the included tables and appendices. The survey instrument is also included in the appendices.

If you have any questions regarding the study, please call or write:

Office of Institutional Research
Johnson County Community College
12345 College Boulevard at Quivira
Overland Park, KS 66210
(913) 888-8500 ext. 3441

TABLE OF CONTENTS

		page
LIST OF TABLES		v
EXECUTIVE SUMMARY		1
INTRODUCTION		3
SUMMARY OF RESULTS		
Description of Missions		6
Importance Ratings of Missions		8
Performance Ratings of Missions		12
Discrepancies Between Importance and Performance Ratings		14
Priority Missions		16
Ratings of Specific Activities		20
APPENDICES		
Appendix 1:	Community College Activities Survey	25
Appendix 2:	Factor Loadings of "Important to Do" Activities for All Responses to the Community College Activities Survey	41
Appendix 3.1:	Activities included in Mission #1	43
Appendix 3.2:	Activities included in Mission #2	45
Appendix 3.3:	Activities included in Mission #3	46
Appendix 3.4:	Activities included in Mission #4	47
Appendix 3.5:	Activities included in Mission #5	48
Appendix 3.6:	Activities included in Mission #6	49
Appendix 3.7:	Activities included in Mission #7	50
Appendix 3.8:	Activities included in Mission #8	51
Appendix 3.9:	Activities included in Mission #9	52
Appendix 3.10:	Activities included in Mission #10	53
Appendix 3.11:	Activities included in Mission #11	54
Appendix 3.12:	Activities included in Mission #12	55
Appendix 3.13:	Activities included in Mission #13	56
Appendix 4:	Response Rates By Constituent Groups	57

LIST OF TABLES

	page
Table 1: Alternative Community College Missions Defined by Constituent Perceptions of Related Activities	6
Table 2: Mean Ratings and Discrepancies for the Importance and Performance of Alternative Missions for All Respondents	9
Table 3: Mean Ratings of the Importance of Alternative Missions By Respondent Groups	11
Table 4: Mean Ratings of the Performance of Alternative Missions By Respondent Groups	13
Table 5: Discrepancies Between the Mean Ratings of the Importance and Performance of Alternative Missions By Respondent Group	15
Table 6: Average Priority Rank of Alternative Missions	17
Table 7: Priority Rank of the Importance of Alternative Missions By Respondent Groups	18
Table 8: Priority Rank of the Performance of Alternative Missions By Respondent Groups	19
Table 9: Mean Ratings of the Importance and Performance of Specific Activities by Respondent Groups	22

EXECUTIVE SUMMARY

In order to assist the leadership of Johnson County Community College to update its Master Plan and to examine the college's mission, the Community College Activities Survey was administered to important college constituents in the spring of 1984.

The results of the survey provided descriptions of alternative missions that JCCC might pursue in terms of specific and concrete activites. The results also indicated the importance that different constituent groups perceived JCCC should place on various missions and activities, evaluations of the perceived current performance of these missions and activites, and areas in which the college might improve its performance or alter its current emphasis. The following summarize the most important results:

1. Overwhelmingly, JCCC was perceived to be an institution which should emphasize its instructional programs, including credit courses and certificate and associate degree programs in transfer, occupational and general education areas.

   The college was perceived to perform this primary mission exceedingly well.

2. In addition, important JCCC constituent groups believed that the college should pursue a wide range of additional missions as a comprehensive community college.

   Constituents supported JCCC's providing instructional programs and related support services to various special groups of students, and mission statements that identify distinct clientele as the recipients of these programs and services would communicate effectively with the college's major constituencies.

3. Two priority missions that constituents perceived to provide the greatest opportunity for improvement were the following:

   a. providing special support services and programs for students of high academic ability
   b. providing credit courses and programs at accessible locations to meet the educational needs of adults in the community

   In addition, constituents placed high priority on improving cooperation with state universities to provide 3rd and 4th year courses on the community college campus and on developing new programs in emerging technologies.

4. Constituents indicated that they perceived JCCC to currently overemphasize providing general interest courses for senior citizens and other community members and providing instructional programs for non-high school graduates.

5. Overall, there was remarkable consistency among most of JCCC's major constituent groups concerning the priorities of the college. There was also consistent support for JCCC's pursuing a comprehensive mission and strong positive evaluations of its efforts.

INTRODUCTION

Rationale

Which alternative missions are appropriate for community colleges to pursue has been widely debated in the literature and in board rooms across the country. Yet this debate has too often failed to recognize that there is no monolithic "community college movement," but rather that individual community colleges differ widely in circumstances and purposes. A mission that is appropriate for Johnson County Community College might very well be inappropriate for another community college in a different setting, serving different constituents.

Also, the term "mission" commonly refers to broadly stated institutional intentions that are general, abstract, nearly impossible to measure, and thus unlikely to affect the management of a community college.

It is the purpose of this study to assist the leadership of an individual institution, Johnson County Community College, in examining its appropriate missions in such a way as to assist its planning and management processes. The study is designed to bring the discussion of college missions from the abstract to focus on the concrete and specific activities which reflect the college's pursuit of its missions.

Assumptions

The study assumes that the missions of a community college can be defined by groupings of related activities in which the institution might actually engage, that is, that activities are a concrete reflection of institutional purposes. Thus, one way to examine the alternative missions that Johnson County Community College might pursue is to collect data on the perceptions and evaluations of the specific activites in which the college might engage from important constituent groups, upon whom the college depends for resources and support.

Design

The design of the study was derived directly from these assumptions; the study was conducted in the following steps:

1. A survey instrument was constructed that contained a comprehensive and representative list of the activities in which JCCC might engage. In this case, the Community College Activities Survey, which had been validated and used in Arizona for this purpose, was adapted to reflect representative activities for JCCC. (The survey instrument is contained in Appendix 1.)

2. The revised Community College Activites Survey was administered to 1,225 individuals from JCCC's major constituent groups. Four hundred and ninety-nine, or 40.7 percent, responded to the survey.

3. Responses to questions concerning the perceived importance of JCCC's engaging in specific activities were analyzed to determine which activities constituents perceived to be related. The principal method used was factor analysis.

4. These groupings of activities were described as the alternative missions that JCCC might pursue. Mean importance and performance ratings for each mission and activity were calculated for each constituent group, as well as for the aggregate group of all respondents.

5. These ratings were analyzed to describe constituent priorities with respect to college missions and activities and areas in which the college might improve.

Results

Results of these analyses for Johnson County Community College are contained in the following summaries, tables and appendices. These provide insight into constituent perceptions that can assist the leadership of JCCC to establish and plan to implement the college's consensus missions.

Description of Missions

Analysis of all constituents' responses to the survey identified thirteen distinct groupings of activities that were perceived to be related. These groupings are the alternative missions for JCCC described in Table 1.

* Constituents perceived missions both in terms of the types of programs and services provided and in terms of the clientele served by such programs.

* Transfer, career and general education credit courses and programs were not seen as distinct missions -- as they are typically treated in community college literature -- but were considered part of a broader mission of providing credit courses and associate degree programs (Mission #1).

* Constituents did perceive an important distinction between "vocational training" programs -- that is, programs providing entry-level vocational skills -- and "occupational education" -- programs providing higher level skills for more advanced and white-collar careers. Occupational education was included as part of Mission #1, while vocational training was identified as a separate mission, Mission #2.

* Constituents perceived serving special groups of students as distinct alternative missions. The following groups were perceived as distinct clientele:
  - -- handicapped students (Mission #4)
  - -- non-high school graduates (Mission #6)
  - -- minority groups (Mission #8)
  - -- high school students (Mission #9)
  - -- non-native speakers of English (Mission #10)
  - -- students with high academic ability (Mission #12)
  - -- senior citizens (Mission #13)

* Several traditional community college missions, such as remedial/developmental education, student services, continuing education and community services, did not emerge as distinct alternative missions in the perceptions of constituents. Instead, many of the activities generally considered to be part of these traditional missions were grouped together with general support services or programs and services for special clientele.

Appendix 2 details the results of the factor analysis that grouped the activities specified in the Community College Activities Survey into mission categories. Appendices 3.1 through 3.13 enumerate the specific activities that comprise each alternative mission.

Table 1

Alternative Community College Missions Defined
by Constituent Perceptions of Related Activities

Mission #1:	Providing credit courses and associate degree programs to students college age or older
Mission #2:	Providing entry-level vocational training
Mission #3:	Providing services and facilities for businesses, community groups and individuals
Mission #4:	Providing special assistance and programs for mentally and physically handicapped students
Mission #5:	Providing programs to assure the general educational competence of the community
Mission #6:	Providing instructional programs to students who have never graduated from high school
Mission #7:	Sponsoring activities and services to promote student life
Mission #8:	Providing special services for minority groups
Mission #9:	Providing credit courses to high school students
Mission #10:	Providing special programs and services for students whose native language is not English
Mission #11:	Providing credit courses and programs at accessible locations to meet the educational needs of adults in the community
Mission #12:	Providing special support services and programs for students of high academic ability
Mission #13:	Providing general interest courses for senior citizens and other members of the community

Importance Ratings of Missions

Constituents' ratings of how important it is for JCCC to pursue each identified alternative mission were calculated by averaging the ratings of the specific activities which comprised each mission. On a scale of 1 to 5 (1 = strongly disagree; 5 = strongly agree), a mean rating greater than 3.50 was interpreted to indicate that constituents agreed that the mission was important for JCCC to do, less than 2.50 that they disagreed the mission was important to do, and between 2.50 and 3.50 that they were neutral in their assessment.

* Ratings from all constituent groups indicated strong overall support for JCCC's fulfilling a wide range of missions as a comprehensive community college. Average ratings indicated that all respondents agreed on the importance of 12 of the 13 alternative missions identified by the study.

* Only one mission, Mission #3, providing services and facilities for businesses, community groups and individuals, was not clearly supported. The neutral response to this mission seems to be the result of the diversity of the activities included in the mission category; some of the individual activities were strongly supported while others were not.

* There was strong agreement among the constituent groups concerning the importance of JCCC's pursuing the more traditional community college missions -- Mission #1, providing credit courses and associate degree programs to students college age or older, and Mission #2, providing entry-level vocational training.

* However, there were considerable differences among the groups concerning their assessment of the importance of providing services for special clientele, particularly handicapped students, students with high academic ability, and high school students.

Table 2 provides an overview of the average ratings of the alternative missions by all respondents. Table 3 details ratings of the perceived importance of JCCC's fulfilling each mission by each constituent group.

Table 2

Mean Ratings and Discrepancies for the Importance and Performance of Alternative Missions for All Respondents

Mission	Mean Rating		Discrepancy
	Importance	Performance	
# 1: associate degree programs	4.44	3.98	0.46
# 2: vocational training	4.13	3.76	0.37
# 3: facilities/services for community	3.35	3.27	0.08
# 4: handicapped students	4.14	3.60	0.54
# 5: general educational competence	4.07	3.65	0.42
# 6: non-high school graduates	3.56	3.46	0.10
# 7: student life	3.53	3.06	0.47
# 8: minority groups	3.69	3.19	0.50
# 9: high school students	3.79	3.54	0.25
#10: non-native English speakers	3.83	3.23	0.60
#11: accessible programs for adults	3.82	3.17	0.65
#12: high ability students	4.17	3.18	0.99
#13: general interest courses	4.08	3.68	0.40

Table 3

Mean Ratings[1] of the Importance of Alternative Missions
By Respondent Groups

	All Respondents	Board	Foundation	Admin-istrators	Full-time Faculty	Part-time Faculty	Student Senate	Day Student	Evening Student
MISSION #1	4.44	4.65	4.26	4.66	4.47	4.55	4.48	4.40	4.40
MISSION #2	4.13	4.28	3.86	4.29	4.09	4.13	4.25	4.12	4.14
MISSION #3	3.35	3.57	3.20	3.35	3.34	3.52	3.18	3.41	3.32
MISSION #4	4.14	4.05	3.64	3.97	3.81	4.02	4.48	4.36	4.26
MISSION #5	4.07	4.50	4.00	4.40	4.36	4.23	4.34	3.94	3.91
MISSION #6	3.56	3.27	3.95	4.12	3.46	3.54	3.54	3.43	3.63
MISSION #7	3.53	3.35	3.06	3.16	3.38	3.47	4.09	3.81	3.51
MISSION #8	3.69	4.00	3.66	3.55	3.62	3.54	3.96	3.78	3.71
MISSION #9	3.79	3.60	3.89	4.20	3.55	3.69	4.24	3.88	3.82
MISSION #10	3.83	4.10	3.45	3.76	3.80	3.93	3.87	3.97	3.78
MISSION #11	3.82	4.00	3.77	4.05	3.74	3.84	4.00	3.71	3.90
MISSION #12	4.17	3.90	4.54	4.46	4.25	4.58	3.91	4.17	4.02
MISSION #13	4.08	4.20	4.15	3.87	3.98	4.30	3.91	4.03	4.16

1. Mean ratings calculated by averaging responses to all activities that define the mission; calculated on a scale from 1 to 5 where 1 = "strongly disagree" and 5 = "strongly agree".

10/11

Performance Ratings of Missions

Constituents' ratings of how well JCCC is currently performing an identified mission were calculated by averaging the ratings of the specific activities which comprised each mission. On a scale of 1 to 5 (1 = strongly disagree; 5 = strongly agree), a mean rating greater than 3.50 was interpreted to indicate that constitutents agreed that JCCC was currently performing the mission well, a mean rating of less than 2.50 that they disagreed that the mission was being performed well, and between 2.50 and 3.50 that they were neutral in their assessment.

* Constituents tended to rate JCCC's performance of all identified missions somewhat lower than they rated their importance. This result was anticipated in that actual performace almost always falls short of aspirations; the real is always somewhat less than the ideal.

* Nonetheless, constituents agreed that 6 of the 13 missions were currently performed well; they were neutral in their evaluation of JCCC's performance of the remaining seven missions. Many respondents, especially external constituents, indicated that they did not know enough about certain activities to evaluate JCCC's performance, and this explains, in part, their neutral ratings. No constituent group disagreed that identified missions were performed well.

* Overall, constituents were most positive in their evaluation of JCCC's providing credit courses and associate degree programs (Mission #1), entry-level vocational training (Mission #2), general interest courses for senior citizens and others (Mission #13), programs to assure general educational competence (Mission #5), and special services for the handicapped (Mission #4).

* Students, administrators and full-time faculty of the college -- those most familiar with its operations -- were most likely to provide neutral evaluations of JCCC's performance of several alternative missions. The Board of Trustees and JCCC's Foundation Board of Directors provided the most positive evaluations.

* A number of missions, including Mission #3, providing services and facilities for businesses, community groups and individuals; Mission #7, sponsoring activities and services to promote student life; and Mission #8, providing special services for minority groups, were not perceived to be performed well. Yet these missions were also those that were not perceived as most important to do, so the level of performance may be judged as appropriate.

Table 4 details ratings of JCCC's perceived performance of alternative missions identified by the study.

Table 4

Mean Ratings[1] of the Performance of Alternative Missions
By Respondent Groups

	All Respondents	Board	Foundation	Administrators	Full-time Faculty	Part-time Faculty	Student Senate	Day Student	Evening Student
MISSION #1	3.98	4.40	4.15	4.29	4.10	4.07	3.60	3.93	3.85
MISSION #2	3.76	3.82	3.94	3.76	3.91	3.87	3.58	3.62	3.70
MISSION #3	3.27	3.13	3.45	3.27	3.28	3.41	2.88	3.36	3.21
MISSION #4	3.60	3.81	3.64	3.68	3.52	3.70	3.18	3.74	3.57
MISSION #5	3.65	4.20	3.99	3.76	3.73	3.95	3.30	3.55	3.51
MISSION #6	3.46	3.53	3.69	3.59	3.52	3.61	2.97	3.32	3.49
MISSION #7	3.06	3.00	2.95	3.14	2.92	3.25	2.63	3.11	3.13
MISSION #8	3.19	3.30	3.33	2.86	3.13	3.53	3.26	3.31	3.21
MISSION #9	3.54	3.40	4.11	3.43	3.46	3.71	3.20	3.67	3.51
MISSION #10	3.23	3.84	3.67	3.11	3.06	3.24	3.02	3.32	3.36
MISSION #11	3.17	3.50	3.59	3.00	2.98	3.26	3.37	3.26	3.23
MISSION #12	3.18	3.63	3.82	3.11	2.76	3.39	3.16	3.32	3.37
MISSION #13	3.68	4.50	3.88	3.86	3.94	3.73	3.33	3.44	3.61

1. Mean ratings calculated by averaging responses to all activities that define the mission; calculated on a scale from 1 to 5 where 1 = "strongly disagree" and 5 = "strongly agree".

Discrepancies Between Importance and Performance Ratings

One important measure of the effectiveness with which community college missions are accomplished is the agreement of important constituents concerning what is perceived to be important and what is perceived to be performed well. Large discrepancies between importance and performance generally indicate areas of concern.

Discrepancy scores were calculated by subtracting mean ratings of performance from corresponding mean ratings of importance for each constituent group. Positive discrepancies of .50 or greater were interpreted to indicate missions that were perceived to require improved performance. Negative discrepancies were interpreted to indicate that constituents perceived the mission to be currently overemphasized.

* For all respondents, Mission #12, providing special support services and programs for students of high academic ability, exhibited the greatest discrepancy between perceived importance and perceived performance. With the exception of the Board of Trustees, all constituent groups also perceived this as an area in which JCCC needs to improve.

* Providing credit courses and programs at accessible locations in the community (Mission #11) and serving special clientele, including non-native speakers of English, handicapped students and minority groups (Missions #10, #4 and #8) were also perceived to be areas of concern to several constituent groups.

* The Student Senate and day students were particularly concerned about the college's improving in its performance of its "student life" mission (Mission #7).

* On the other hand, the Board of Trustees perceived two missions to be somewhat overemphasized -- Mission #13, providing general interest courses for senior citizens and other members of the community, and Mission #6, providing instructional programs to students who have never graduated from high school.

* Faculty, too, perceived an overemphasis on serving underprepared students, and the Foundation Board of Directors perceived overemphasis in several areas that were not perceived to be directly related to the more traditional collegiate missions of JCCC.

* Overall, the Student Senate expressed most concern about improving the college's performance on a variety of missions, while the Board of Trustees most often perceived the importance of various missions to be matched by their performance.

Table 5 details the discrepancy scores for each identified mission and constituent group.

Table 5

Discrepancies[1] between the Mean Ratings of the Importance and Performance of Alternative Missions By Respondent Group

	All Respondents	Board	Foundation	Administrators	Full-time Faculty	Part-time Faculty	Student Senate	Day Student	Evening Student
MISSION #1	0.46	0.25	0.11	0.38	0.36	0.48	0.88	0.47	0.55
MISSION #2	0.37	0.46	-0.08	0.53	0.19	0.26	0.67	0.50	0.44
MISSION #3	0.08	0.43	-0.25	0.07	0.07	0.11	0.31	0.04	0.11
MISSION #4	0.54	0.24	0.00	0.29	0.29	0.32	1.30	0.63	0.69
MISSION #5	0.43	0.30	0.02	0.64	0.64	0.28	1.04	0.39	0.40
MISSION #6	0.09	-0.27	0.26	0.53	-0.06	-0.07	0.56	0.11	0.14
MISSION #7	0.47	0.30	0.11	0.02	0.46	0.21	1.47	0.69	0.39
MISSION #8	0.50	0.70	0.33	0.69	0.50	0.01	0.70	0.48	0.50
MISSION #9	0.26	0.20	-0.22	0.77	0.09	-0.02	1.04	0.21	0.31
MISSION #10	0.61	0.27	-0.23	0.66	0.74	0.70	0.85	0.66	0.42
MISSION #11	0.65	0.50	0.18	1.05	0.76	0.58	0.63	0.48	0.67
MISSION #12	1.00	0.28	0.72	1.35	1.49	1.19	0.76	0.85	0.85
MISSION #13	0.40	-0.30	0.27	0.01	0.04	0.57	0.58	0.39	0.55

1. Discrepancies are calculated by subtracting the mean performance rating from the mean importance rating.

   Large positive discrepancies indicate perceived need for improvement; negative discrepancies indicate perceived overemphasis.

Priority Missions

The priorities that constituents have regarding JCCC's missions can be interpreted from mean importance and performance ratings. Mean ratings for each mission were listed in descending order to determine their priority rank for each constituent group. Average priority ranks for the alternative missions identified by the study were then calculated.

* Overwhelmingly, all constituent groups agreed that Mission #1, providing credit courses and associate degree programs to students college age or older, should be the most important priority of the college. This mission was also the one perceived to be performed best.

* There were some differences among groups for the next important priorities, but providing programs to assure the general educational competence of the community (Mission #5), providing special support services and programs for students of high academic ability (Mission #12), and providing entry-level vocational training (Mission #2) were most often indicated as the next priorities to which the college should attend.

* In several instances, constituents perceived that those missions which should be most important to JCCC were somewhat different from those that were actually emphasized by the college's performance.

  Both Mission #6, providing instructional programs to students who have never graduated from high school, and Mission #13, providing general interest courses for senior citizens and other members of the community, were perceived to be higher priorities, as indicated by performance, than they should be, as indicated by their perceived importance.

* On the other hand, serving students with high academic ability (Mission #12) and providing credit programs in accessible locations in the community (Mission #11) should be considerably more important college priorities than they were perceived to be.

* Nonetheless, there was remarkable overall consistency among constituent groups concerning mission priorities. This seemed especially true among JCCC administrators and full-time faculty.

Table 6 identifies the average priority ranks of the alternative missions described in the study. Tables 7 and 8 detail the priority ranks of each constituent group.

Table 6

Average Priority Rank[1] of Alternative Missions

Average Priority/ Rank	Importance		Performance	
1st	# 1:	associate degree programs	# 1:	associate degree programs
2nd	# 5:	general educational competence	#13:	general interest courses
3rd	#12:	high ability students	# 2:	vocational training
4th	# 2:	vocational training	# 5:	general educational competence
5th	#13:	general interest courses	# 4:	handicapped students
6th	# 4:	handicapped students	# 9:	high school students
7th	#11:	accessible programs for adults	# 6:	non-high school graduates
8th	# 9:	high school students	#10:	non-native English speakers
9th	#10:	non-native English speakers	#12:	high ability students
10th	# 8:	minority groups	#11:	accessible programs for adults
11th	# 6:	non-high school graduates	# 3:	facilities/services for community
12th	# 7:	student life	# 8:	minority groups
13th	# 3:	facilities/services for community	# 7:	student life

1. Average priority ranks were calculated by ranking average mean scores for each identified constituent group.

Table 7

Priority Rank of the Importance of Alternative Missions
By Respondent Groups

Priority Rank	Board	Foundation	Administrators	Full-time Faculty	Part-time Faculty	Student Senate	Day Student	Evening Student
1st	#1	#12	#1	#1	#12	#1	#1	#1
2nd	#5	#1	#12	#5	#1	#4	#4	#4
3rd	#2	#13	#5	#12	#13	#5	#12	#13
4th	#13	#5	#2	#2	#5	#2	#2	#2
5th	#10	#6	#9	#13	#2	#9	#13	#12
6th	#4	#9	#6	#4	#4	#7	#[illegible]	#5
7th	#11	#2	#11	#10	#10	#11	#5	#11
8th	#8	#11	#4	#11	#11	#8	#9	#9
9th	#12	#8	#13	#8	#9	#12	#7	#[illegible]
10th	#9	#4	#10	#9	#6	#13	#8	#8
11th	#3	#10	#8	#6	#8	#10	#11	#6
12th	#7	#3	#3	#7	#3	#3	#6	#7
13th	#6	#7	#7	#3	#7	#6	#3	#3

Table 8

Priority Rank of the Performance of Alternative Missions
By Respondent Groups

Priority Rank	Board	Foundation	Administrators	Full-time Faculty	Part-time Faculty	Student Senate	Day Student	Evening Student
1&1	#13	#1	#1	#1	#1	#1	#1	#1
2nd	#1	#2	#13	#13	#5	#2	#4	#2
3rd	#5	#5	#2	#2	#2	#11	#9	#13
4th	#10	#2	#5	#5	#13	#13	#2	#4
5th	#2	#13	#4	#4	#9	#5	#5	#5
6th	#4	#12	#6	#6	#4	#8	#13	#9
7th	#12	#6	#9	#9	#6	#9	#3	#6
8th	#6	#10	#3	#3	#8	#4	#6	#12
9th	#11	#4	#7	#8	#3	#12	#10	#10
10th	#9	#11	#10	#10	#12	#10	#12	#11
11th	#8	#13	#12	#11	#11	#3	#8	#3
12th	#3	#8	#11	#7	#7	#6	#11	#8
13th	#7	#7	#8	#12	#10	#7	#7	#7

Ratings of Specific Activities

While this analysis has concentrated on missions, constituent's responses to each of the specific activities contained in the survey instrument can be analyzed to provide additional data concerning constituent perceptions and evaluations. Mean importance and performance ratings and discrepancy scores were calculated by the same procedures used to calculate these statistics for mission categories. The procedures have been previously described.

* The specific activities which were consistently rated as most important for JCCC to do were those associated with providing credit courses and associate degree programs:

  -- offer credit courses, certificates and associate degree programs in business, public services, agriculture, technologies, health services and other occupational areas to prepare students for jobs in these fields (Activity #3)

  -- offer credit courses in natural and physical sciences to prepare students to earn bachelor's degrees in these fields (Activity #9)

  -- offer credit courses in the arts and sciences; health, engineering and agricultural sciences; business; and other academic areas to prepare adult students to earn bachelor's degrees in these fields (Activity #20)

  -- offer credit courses, certificates and associate degree programs in occupational areas to prepare adult students for jobs in these fields (Activity #21)

  -- offer credit courses in technical fields, such as mathematics, accounting, engineering and computer science, to prepare students to earn bachelor's degrees in these fields (Activity #56)

* The specific activities which were perceived to be least important tended to be those associated with providing services not perceived to be directly related to the college's primary educational mission:

  -- provide basic health care referral, child care, counseling and job placement services to non-students (Activity #24)

  -- operate residence halls (Activity #34)

  -- act as a clearinghouse and referral agency for educational and social services (Activity #29)

  -- make technical services, such as research and computer services, available to business and community groups (Activity #54)

  -- offer basic hands-on skills training to unemployed high school age youth (Activity #52)

* Similar activites were perceived to be best performed as were perceived to be most important, that is, offering credit courses and degree programs in transfer and occupational areas. In addition, the specific activity which was perceived to be best performed was Activity #4, providing special assistance, such as sign language interpeters and tutoring services, to deaf and hearing-impaired students to assure them equal access to college resources and programs.

* The specific activities that were rated as least well performed were generally those in which JCCC did not engage at the time of the survey, such as operating residence halls, providing an employee assistance program, offering third and fourth year courses on the JCCC campus, and special services and programs for students with high academic ability.

* Foremost among the high priority activities that were identified by high positive descrepancy scores as requiring improved performance were the following:

  -- cooperate with four-year state universities to provide 3rd and 4th year courses on the community college campus that lead to a bachelor's degree from the university (Activity #58)

  -- offer special academic courses and programs and special support services to students with high academic ability to attract them to the community college and to encourage excellence (Activity #2)

  -- use a planning process to build consensus among faculty, administration, trustees and other important college constituencies (Activity #15)

  -- offer credit courses, certificates and associate degree programs in new and emerging technologies to prepare students for jobs in these fields (Activity #66)

Table 9 details the mean importance and performance ratings of the 66 specific activities contained in the Community College Activites Survey for each constituent group. Discrepancy scores can be calculated by subtracting performance ratings from importance ratings for any given activity or constituent group.

Table 9

Mean Ratings of the Importance and Performance
of Specific Activities by Respondent Groups

Activity	All Respondents		Board		Foundation		Admin-istrators		Full-Time Faculty		Part-Time Faculty		Student Senate		Day Student		Evening Student	
	IMP	PER	IMP	PER	IMP	PER	IMP	PER	IMP	PER	IMP	PER	IMP	PER	IMP	PER	IMP	PER
1	4.08	3.68	4.20	4.50	4.15	3.88	3.87	3.86	3.98	3.94	4.30	3.73	3.91	3.33	4.03	3.44	4.16	3.61
2	4.08	2.95	4.00	3.25	4.38	4.00	4.34	2.90	4.11	2.38	4.70	3.14	3.73	2.86	4.08	3.15	3.91	3.23
3	4.67	4.10	4.80	4.40	4.69	4.27	4.78	4.04	4.56	4.15	4.65	4.19	4.45	4.00	4.70	4.04	4.72	4.10
4	4.49	4.36	4.60	4.80	3.85	4.56	4.48	4.61	4.30	4.41	4.46	4.62	4.64	4.00	4.74	4.50	4.48	4.05
5	3.92	3.51	4.20	4.50	3.62	3.00	3.65	3.57	3.86	3.57	4.17	3.70	3.64	3.00	3.99	3.50	3.94	3.44
6	3.96	3.59	3.80	3.80	4.00	4.00	4.22	3.00	3.66	3.54	3.97	4.00	4.36	3.20	4.03	3.70	4.03	3.59
7	4.26	3.40	3.80	4.00	4.69	3.64	4.57	3.32	4.38	3.13	4.46	3.64	4.09	3.45	4.25	3.48	4.12	3.51
8	3.86	3.59	4.40	3.50	4.31	3.80	3.96	3.43	3.97	3.63	4.29	4.00	3.64	3.10	3.77	3.52	3.74	3.56
9	4.56	4.09	4.80	4.60	4.[illegible]	4.11	4.65	4.36	4.60	4.31	4.68	4.11	4.64	3.56	4.63	4.12	4.45	3.85
10	3.57	3.29	3.60	3.50	3.69	3.43	4.00	3.45	3.69	3.35	4.03	3.52	2.82	2.14	3.46	3.22	3.46	3.26
11	4.30	3.69	4.00	3.60	3.77	3.50	4.22	3.74	4.37	3.80	4.65	3.93	4.45	3.50	4.19	3.59	4.31	3.62
12	3.47	3.45	3.20	3.80	3.92	3.67	4.14	3.63	3.39	3.46	3.36	3.60	3.10	2.67	3.40	3.30	3.51	3.49
13	4.32	3.83	4.60	4.40	3.92	3.78	4.52	4.19	4.30	3.89	4.31	3.83	4.45	3.18	4.35	3.90	4.29	3.74
14	3.59	3.24	4.20	3.33	3.46	3.29	3.91	3.29	3.46	3.02	3.58	3.38	4.45	3.00	3.70	3.59	3.50	3.16
15	4.17	3.14	4.80	3.80	4.40	4.00	4.73	3.18	4.47	2.80	4.43	3.05	4.00	3.00	3.93	3.32	3.99	3.35
16	3.44	2.71	4.20	3.25	3.00	3.00	3.48	2.82	3.39	2.54	3.56	2.92	3.36	2.29	3.40	2.71	3.49	2.86
17	4.06	3.77	4.60	3.50	3.62	3.75	4.52	3.55	4.10	3.82	4.24	3.54	3.91	3.56	3.99	3.90	4.02	3.76
18	4.18	3.83	4.60	3.60	3.50	4.00	4.48	3.32	4.08	3.69	4.05	4.17	4.45	3.60	4.11	3.91	4.30	3.92
19	3.13	3.08	3.40	3.00	3.58	3.60	2.65	3.21	2.87	2.94	3.37	3.33	3.00	2.75	3.30	3.22	3.16	2.98
20	4.52	4.18	4.60	4.40	4.42	4.25	4.70	4.41	4.51	4.18	4.72	4.38	4.45	3.80	4.44	4.11	4.54	4.16
21	4.53	4.17	4.60	4.40	4.33	4.43	4.83	4.36	4.62	4.22	4.65	4.42	4.45	3.60	4.38	4.13	4.55	4.11
22	4.05	3.41	4.20	4.25	3.70	4.00	3.57	3.45	3.63	3.23	3.86	3.45	4.64	2.83	4.31	3.50	4.22	3.54
23	3.53	3.26	4.20	3.20	3.09	3.67	3.43	3.13	3.66	3.35	3.50	3.31	3.64	3.14	3.54	3.47	3.48	3.09
24	2.92	3.27	2.20	2.60	2.27	3.50	2.91	3.21	2.87	3.32	2.78	3.00	3.18	3.43	3.09	3.37	2.93	3.25
25	4.29	3.54	3.60	3.00	3.91	3.67	4.41	3.50	3.99	3.49	4.36	3.81	4.55	2.88	4.37	3.62	4.42	3.54
26	3.89	3.33	4.20	3.60	4.00	3.33	3.83	3.28	3.79	3.45	3.61	3.62	4.36	2.89	4.07	3.37	3.85	3.18
27	4.21	3.89	4.20	4.25	4.45	4.17	4.43	3.86	4.17	4.04	4.22	4.06	4.36	4.00	4.18	3.72	4.21	3.80
28	3.45	3.34	2.80	2.80	3.58	4.33	3.86	3.47	3.03	3.08	3.36	3.50	4.09	3.00	3.68	3.57	3.49	3.36
29	3.11	3.15	3.60	3.00	2.25	2.67	3.13	3.21	3.00	3.06	3.17	3.31	2.82	2.71	3.27	3.37	3.14	3.09
30	3.87	3.60	4.00	3.80	4.09	3.40	4.22	3.59	3.81	3.77	3.86	3.93	3.91	3.25	3.76	3.38	3.94	3.60

Mean Ratings of the Importance and Performance
of Specific Activities by Respondent Groups
(continued)

Activity	All Respondents		Board		Foundation		Admin-istrators		Full-Time Faculty		Part-Time Faculty		Student Senate		Day Student		Evening Student	
	IMP	PER	IMP	PER	IMP	PER	IMP	PER	IMP	PER	IMP	PER	IMP	PER	IMP	PER	IMP	PER
31	3.97	3.68	4.20	3.60	4.08	4.00	4.52	3.83	3.96	3.75	3.73	3.63	4.27	3.40	3.93	3.74	3.95	3.59
32	4.21	3.82	4.40	4.25	3.85	3.71	4.13	3.95	4.31	3.99	4.11	3.86	4.27	3.30	4.12	3.71	4.27	3.79
33	3.39	3.35	4.00	3.25	2.77	2.50	3.13	3.94	3.39	3.51	3.28	3.72	3.64	3.13	3.55	3.21	3.36	3.18
34	3.04	1.89	2.00	1.25	1.75	2.20	1.65	1.73	2.79	1.49	2.81	1.91	3.64	1.33	3.63	1.90	3.11	2.27
35	4.27	3.91	4.20	3.80	4.23	4.22	4.26	3.77	4.14	4.03	4.31	4.19	4.36	3.82	4.23	3.86	4.36	3.80
36	3.58	3.17	4.00	3.60	3.62	3.50	3.74	3.05	3.49	2.95	3.62	3.52	3.91	3.45	3.44	3.18	3.68	3.21
37	4.16	3.52	4.80	4.75	4.31	4.00	4.57	3.77	4.32	3.64	4.17	3.75	4.00	3.38	3.99	3.13	4.12	3.46
38	4.27	4.01	4.60	4.60	4.08	4.10	4.57	4.26	4.37	4.13	4.41	4.29	4.18	3.60	4.25	3.87	4.18	3.92
39	4.06	3.68	4.00	4.00	3.69	4.29	4.30	3.59	4.00	3.77	4.03	3.68	4.18	3.20	3.97	3.58	4.15	3.71
40	3.93	3.33	4.00	2.20	3.62	3.40	3.95	3.05	3.85	3.45	3.89	3.38	4.09	2.88	4.02	3.27	3.94	3.40
41	4.42	3.87	4.20	4.00	3.92	3.89	4.61	3.86	4.39	3.93	4.59	4.33	4.27	3.64	4.46	3.88	4.40	3.75
42	3.71	3.22	4.20	3.67	3.64	3.67	3.61	3.16	3.70	3.10	3.83	3.29	4.00	2.89	3.83	3.23	3.60	3.35
43	3.82	3.48	4.20	4.00	3.62	3.86	3.96	3.57	4.08	3.68	3.89	3.87	4.27	3.00	3.78	3.33	3.65	3.22
44	3.99	3.60	4.20	4.50	3.58	3.50	4.00	3.19	4.06	3.71	3.97	3.89	4.27	3.40	4.05	3.54	3.91	3.58
45	3.56	3.46	3.60	3.80	3.08	3.30	3.30	3.73	3.21	3.46	3.41	3.68	3.64	2.73	3.94	3.38	3.61	3.50
46	4.32	3.81	4.80	4.40	4.38	4.11	4.83	3.95	4.64	3.77	4.57	4.03	4.40	3.60	4.09	3.76	4.16	3.80
47	3.76	3.49	3.80	3.80	3.23	3.60	3.39	3.71	3.90	3.87	3.97	3.69	4.09	3.50	3.76	3.19	3.71	3.22
48	4.08	3.84	4.80	4.60	3.85	3.80	4.57	4.26	4.15	4.08	4.19	4.14	4.36	4.30	4.03	3.46	3.97	3.65
49	3.73	3.10	3.80	3.20	3.09	2.33	3.43	3.16	3.33	2.96	3.40	2.92	4.09	3.00	4.03	3.33	3.90	3.15
50	3.33	3.34	2.60	3.00	3.83	4.00	4.00	3.55	3.18	3.33	3.39	3.30	3.60	3.00	3.13	3.27	3.43	3.38
51	4.29	4.02	4.40	4.50	3.92	4.00	4.35	4.13	4.33	4.20	4.24	3.96	4.27	3.70	4.34	3.91	4.28	3.96
52	3.32	3.09	2.80	2.50	3.00	3.33	3.09	2.68	2.93	2.85	3.40	3.40	3.27	3.00	3.52	3.23	3.48	3.28
53	3.95	3.23	4.00	4.00	3.25	3.67	3.87	3.05	3.89	3.02	4.03	3.18	3.73	3.14	4.11	3.40	3.96	3.37
54	4.38	4.04	4.60	4.60	3.85	3.86	4.74	4.50	4.45	4.24	4.54	4.11	4.36	3.73	4.34	3.98	4.33	3.83
55	4.23	3.36	4.40	4.25	4.25	3.50	4.61	3.59	4.28	3.29	4.33	3.69	4.18	3.00	4.28	3.29	4.08	3.38
56	4.51	4.14	4.80	4.40	4.46	4.44	4.87	4.43	4.61	4.27	4.69	4.25	4.55	3.91	4.44	4.11	4.42	3.99
57	3.71	3.52	4.80	4.20	3.77	3.83	4.17	3.52	4.00	3.57	3.64	3.80	3.64	3.13	3.64	3.45	3.53	3.43
58	4.28	2.79	4.20	2.60	3.69	2.50	3.87	2.95	3.87	2.72	4.00	2.65	4.18	2.50	4.44	2.89	4.59	2.83
59	3.94	3.66	3.60	3.60	3.93	3.00	3.78	3.82	4.06	3.72	4.06	4.04	4.64	3.45	3.95	3.58	3.83	3.58
60	3.41	3.54	3.60	3.80	3.46	3.50	3.39	3.82	3.53	3.72	3.37	3.86	3.91	2.90	3.39	3.34	3.32	3.41
61	3.94	3.73	4.00	3.40	3.58	3.75	4.43	3.95	4.09	4.07	3.89	3.57	4.00	3.33	4.03	3.56	3.77	3.49
62	3.74	3.00	3.40	2.40	3.67	2.57	3.26	2.20	3.44	2.68	3.63	3.25	4.09	2.88	3.93	3.45	3.85	3.17
63	3.75	2.75	3.80	2.80	3.46	3.33	4.13	2.18	3.61	2.40	3.94	2.33	4.09	3.00	3.79	3.19	3.72	3.06
64	3.49	3.05	3.80	3.00	3.31	3.33	3.26	2.43	3.45	2.80	3.46	3.43	3.55	3.63	3.49	3.24	3.56	3.23
65	4.05	3.16	4.00	3.40	3.91	3.67	4.35	2.95	3.98	3.00	4.06	3.00	4.09	3.29	3.98	3.33	4.11	3.24
66	4.39	3.38	4.60	3.80	4.67	4.25	4.43	3.78	4.27	3.58	4.39	3.13	4.73	3.40	4.38	3.21	4.43	3.19

Community College Activities Survey

Dear Respondent:

Community colleges have traditionally been asked to provide a variety of services to various clientele. As a result, they have become involved in many types of activities for students, community members, and local business and industry.

Therefore, it is important that community colleges periodically examine closely the programs and services that they offer to ensure that they are serving the needs of their service area, and to ensure that they are serving these needs well.

This survey asks you to indicate your opinion about the programs and services provided by the community college in your community. All responses are completely confidential, and results will be reported only by groups.

Adapted for use by the
Office of Institutional Research
Johnson County Community College

Introduction

This study is being done to find out how individuals feel about the priorities of Johnson County Community College. The statements in this booklet represent a wide range of activities that community colleges can do; not all of these activities may currently be done at JCCC. Please answer all of the questions as well as you can. If you wish to comment on any question or to explain an answer, please feel free to use the space at the back of this booklet.

DIRECTIONS

Please answer each of the statements in the booklet as shown in the following examples. The statements ask you to indicate how much you agree that the activity is important for your community college to do, and how much you agree that the activity is now being done well at JCCC. Please read the following examples carefully.

Example 1

Cross through one number after **important to do** and one after **being well done.** JCCC should...		Don't know	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Operate job training programs for chronically unemployed workers to assist them in becoming productive citizens	Important To Do	0	1	2	**3**	4	5
	Being Done Well	**0**	1	2	3	4	5

This first example shows that the respondent is **neutral** about the **importance** of operating these programs and **strongly disagrees** that this is now **being done well.**

Example 2

Provide access to athletic facilities to all interested members of the local community	Important To Do	1	2	3	4	**5**	0
	Being Done Well	1	2	3	4	5	**0**

This second example indicates that the respondent answering **strongly agrees** that it is **important** for this community college to provide access to athletic facilities, but does not know enough about JCCC's performance of the activity to judge whether it is being done well.

Example 3

Provide child care services for students with young children	Important To Do	**1**	2	3	4	5	0
	Being Done Well	1	2	3	4	**5**	0

This third example shows that the respondent **does not believe** that providing child care services is **important**, but does feel that this activity is **being done well.**

Copyright 1984 Richard C. Richardson, Jr.
Donald S. Doucette et al

Cross through one number after **Important to do** and one after **being done well.** JCCC should...		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't know
1. Offer courses and workshops in practical life skills, hobbies and crafts and other general interest subjects to senior citizens for their general interest and recreation.	Important To Do	1	2	3	4	⊗	0
	Being Done Well	1	2	3	4	5	0
2. Offer special academic courses and programs and special support services to students with high academic ability to attract them to the community college and to encourage excellence.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
3. Offer credit courses, certificates and associate degree programs in business and public services, agriculture, technologies, health services and other occupational areas to students college age or older to prepare them for jobs in these fields	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
4. Provide special assistance, such as sign language interpreters and tutoring services, to deaf and hearing-impaired students to assure them equal access to college resources and programs	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
5. Organize support groups and provide counseling and tutoring services for special populations, such as ethnic/racial minorities, veterans and women returning to the workforce, to assist them in benefiting from college courses and programs.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
6. Offer credit courses and programs in business and public services, agriculture, technologies, health services and other occupational areas to high school age students with advanced standing so that they can earn credits toward completion of a degree program at a college or university.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0

Cross through one number after **important to do** and one after **being done well**. JCCC should...		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
7. Offer scholarships and other financial assistance to students of high academic ability to encourage them to attend.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
8. Provide access to facilities, such as meeting rooms, exhibition space and performance areas, to local businesses, non-profit organizations and other community groups as a community service.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
9. Offer credit courses in the natural and physical sciences, such as biology, chemistry, physics and geology, to students college age or older so that they can continue study toward a bachelor's degree in these fields at a college or university.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
10. Assist state and local government agencies, chambers of commerce and other local community groups in attracting business, industrial and residential development as a community service.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
11. Provide career related development programs, such as stress/time management, decision making, research and publication skills, computer literacy, wellness and planning, to aid in employee growth and renewal.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
12. Offer credit courses in the arts and sciences, the health, engineering and agricultural sciences, business and other academic areas to students who have never graduated from high school nor earned a G.E.D. diploma so that they can continue study toward a bachelor's degree in these fields at a college or university.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0

Cross through one number after **important to do** and one after **being done well** JCCC should...		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
13. Offer credit courses, certificates, and associate degree programs in commercial arts, such as advertising design, photography, media broadcast and production and interior design, to students college age or older to prepare them for jobs in these fields.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
14. Offer scholarships and provide special tutoring and advisement to students with special talents such as band and orchestra members, student athletes and other leaders in student organizations to assist them in making progress in their educational programs.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
15. Use planning as a process to build consensus among faculty, administration, trustees and other important college constituencies.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
16. Offer credit courses, certificates and associate degree programs to inmates in local, county and state correctional institutions to increase their chances of employability and success after release from prison.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
17. Provide access to the college library and library services to all interested members of the local community as a community service.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
18. Offer college courses, certificates and associate degree programs to interested adults who are unable to attend classes on the college campus by alternative instructional means, such as television, radio, correspondence, individualized learning materials and other arrangements.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0

Cross through one number after **important to do** and one after **being done well** JCCC should...		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
19. Make technical services, such as research and computer services, available to local businesses, non-profit organizations and other community groups as a community service.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
20. Offer credit courses in the arts and sciences, the health, engineering and agricultural sciences, business and other academic areas to adult students older than traditional college age so that they can continue to study toward a bachelor's degree in these fields at a college or university.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
21. Offer credit courses, certificates and degree programs in business and public services, agriculture, technologies, health services and other occupational areas to adult students older than traditional college age to prepare them for jobs in these fields.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
22. Offer instruction in basic reading, writing and mathematics skills to mentally handicapped persons to prepare them for entry into the work force or to provide them with everyday life and survival skills.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
23. Provide applied research and consulting services within the limits of faculty expertise in such areas as resource and energy conservation, staff and community development and needs assessment to local non-profit organizations and other community groups as a community service.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
24. Provide basic health care referral, child care, counseling and job placement services to members of the local community who are not students as a community service.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0

Cross through one number after **important to do** and one after **being done well**. JCCC should ...		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
25. Provide special assistance, such as braille and audio texts, aides and guides, tutoring services and adaptive equipment to blind and physically handicapped students to assure them equal access to college resources and programs.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
26. Offer scholarships and other financial assistance to minorities, disadvantaged and other students who might not otherwise attend college	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
27. Offer instruction in basic reading, writing and mathematics skills to students college age or older to prepare for entry into academic and occupational programs, to develop everyday life and survival skills, or to earn a General Equivalency Diploma (G.E.D.).	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
28. Offer credit courses, certificates, and associate degree programs in business and public services, agriculture, technologies, health services and other occupational areas to high school age students as part of their educational program.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
29. Act as a clearinghouse and referral agency for educational and social services provided for members of the local community as a community service.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
30. Offer instruction in basic reading, writing and mathematics skills to students who have never graduated from high school nor earned a G.E.D. diploma to prepare them for entry into academic and career programs.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0

Cross through one number after **important to do** and one after **being done well** JCCC should...		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
31. Offer credit courses in the arts and sciences, the health, engineering and agricultural sciences, business and other academic areas to high school age students with advanced standing so that they can earn credits toward a bachelor's degree at a college or university.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
32. Offer courses and workshops in practical life skills, such as family financial planning, health and nutrition and consumer education, to all interested members of the local community to help them improve the quality of their lives.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
33. Organize recreational activities, such as field trips to historical sites or cultural events and other outings for all interested members of the community for their general interest and recreation.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
34. Operate residence halls for students who live beyond normal commuting distance from the college and wish to attend.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
35. Offer credit courses, certificates and associate degree programs in entry level technologies and health services, such as welding, auto mechanics, licensed practical nursing and dental assisting, to students college age or older to prepare them for jobs in these fields.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
36. Offer credit courses, certificates and associate degree programs to interested adults in the community at such easy-to-reach locations as shopping centers, public libraries and other public facilities to increase access to educational opportunities.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0

Cross through one number after **important to do** and one after **being done well** JCCC should...		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
37. Collect systematic information about the community and its businesses and industries to make planning decisions about college programs and services.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
38. Offer credit courses in the arts and sciences, the health, engineering and agricultural sciences, business and other academic areas to students college age or older for their general personal and educational development.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
39. Offer basic hands-on skills training for semi-skilled jobs, in such areas as food services, component assembly and clerical services to adults college age or older to prepare them for immediate employment.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
40. Offer short-term skills training in small appliance repair, tax preparation, investment counseling and other personal services to senior citizens and other interested members of the community to provide them opportunities for self-employment.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
41. Provide services, such as counseling, advisement, child care and career placement services to students to assist them in benefiting from college programs.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
42. Provide special tutoring services and counseling to students whose native language is not English to assist them in benefiting from college courses and programs.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0

Cross through one number after **important to do** and one after **being done well**. JCCC should...		Don't Know Strongly Agree Agree Neutral Disagree Strongly Disagree
43. Offer courses and workshops in community issues and other current social, economic and political issues to all interested members of the local community to help develop an informed citizenry.	Important To Do	(1) (2) (3) (4) (5) (0)
	Being Done Well	(1) (2) (3) (4) (5) (0)
44. Provide special tutoring services and counseling to students with limited reading and writing ability to assist them in benefiting from college courses and programs.	Important To Do	(1) (2) (3) (4) (5) (0)
	Being Done Well	(1) (2) (3) (4) (5) (0)
45. Sponsor intercollegiate athletic teams in various sports, such as baseball, volleyball, track, swimming and football, for male and female students to complement the educational program and assist their personal development.	Important To Do	(1) (2) (3) (4) (5) (0)
	Being Done Well	(1) (2) (3) (4) (5) (0)
46. Provide a comprehensive curriculum requiring courses in communications, humanities, social sciences, mathematics, natural sciences and physical development for students to ensure their general educational competence.	Important To Do	(1) (2) (3) (4) (5) (0)
	Being Done Well	(1) (2) (3) (4) (5) (0)
47. Eliminate or reduce all or some of the normal charges for senior citizens to encourage them to enroll in college courses and programs.	Important To Do	(1) (2) (3) (4) (5) (0)
	Being Done Well	(1) (2) (3) (4) (5) (0)
48. Offer credit courses, certificates and associate degree programs in hospitality services, such as food services, hotel-motel management and travel agencies, to students college age or older to prepare them for jobs in these fields.	Important To Do	(1) (2) (3) (4) (5) (0)
	Being Done Well	(1) (2) (3) (4) (5) (0)

Cross through one number after **important to do** and one after **being done well**. JCCC should...		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
49. Offer basic hands-on skills training and occupational courses and programs to mentally handicapped persons to prepare them for employment.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
50. Offer credit courses and programs in business and public services, agriculture, technologies, health services and other occupational areas to students who have never graduated from high school nor earned a G.E.D. diploma to prepare them for jobs in these fields.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
51. Offer credit courses, certificates and associate degree programs in office education fields, such as clerical and typing, keypunch and data entry, stenography and word processing, to students college age or older to prepare them for jobs in these fields.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
52. Offer basic hands-on skills training for semi-skilled jobs, in such areas as food services, component assembly and clerical services, to unemployed high school age youth to prepare them for immediate employment.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
53. Offer English language instruction to students whose native language is not English to prepare them for entry into academic and occupational programs or to provide them with everyday life and survival skills.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
54. Offer credit courses in the humanities, social sciences, fine and performing arts, such as psychology, history, theater and sculpture, to students college age or older so that they can continue study toward a bachelor's degree in these fields at a college or university.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0

Cross through one number after **important to do** and one after **being done well**. JCCC should...		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
55. Offer instruction in study skills and academic survival skills to students who are unfamiliar with the demands of college work to increase their chances of success in academic and career programs.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
56. Offer credit courses in technical fields, such as mathematics, accounting, engineering and computer science, to students college age or older so that they can continue study toward a bachelor's degree in these fields at a college or university.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
57. Offer credit courses, certificates and associate degree programs to employees of local business and industry, governmental agencies and nonprofit organizations at the work site to upgrade their job-related skills.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
58. Cooperate with four-year state universities to provide 3rd and 4th year courses on the community college campus or in the local community that lead to a bachelor's degree from the university.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
59. Sponsor student government organizations, student publications and other activities, such as film and concert series, field trips and intramural sports, for students to complement the educational program and assist their personal development.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
60. Offer courses and workshops in hobbies and crafts and other subjects, such as weaving, stamp collecting and bridge to all interested members of the local community for their general interest and recreation.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0

Cross through one number after **important to do** and one after **being done well**. JCCC should...		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
61. Operate academies and programs for employees of state, county and city protective services departments to train, upgrade and certify police officers, firefighters, emergency medical technicians and corrections personnel.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
62. Expand college facilities by acquiring land and buildings in various locations in the county to serve the growing needs of its residents.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
63. Offer special services to employees to assist them in dealing with such personal problems as alcohol and drug dependence, planned retirement and family crisis.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
64. Support affirmative action goals by making special efforts to recruit and retain qualified women and minority faculty.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
65. Develop specific programs to assist individuals seeking retraining opportunities because of unemployment in their primary field.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0
66. Offer credit courses, certificates and associate degree programs in new and emerging technologies, such as computer-assisted drafting/manufacturing, robotics, fiber optics and laser technology, to students college age or older to prepare them for jobs in these fields.	Important To Do	1	2	3	4	5	0
	Being Done Well	1	2	3	4	5	0

INFORMATION QUESTIONS

Directions: Answer the questions as they apply to you, checking one box after each question, or filling in the blank.

67. What is your sex?
- ☐ Female
- ☐ Male

68. What is your age?

_____ years.

69. What is your ethnic/racial background?
- ☐ Black
- ☐ Hispanic
- ☐ American Indian
- ☐ Asian
- ☐ White, Non-Hispanic
- ☐ Other, _____

70. What is the highest level of education you have completed?
- ☐ High school graduate
- ☐ Community college degree (Associate's)
- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ Doctorate

71. Approximately, what was your total family income, before taxes, for the previous year?
- ☐ less than $15,000
- ☐ $15,000 to $29,999
- ☐ $30,000 to $44,999
- ☐ $45,000 to $59,999
- ☐ 60,000 to $74,999
- ☐ over $75,000

72. Politically, how do you think of yourself?
- ☐ Conservative
- ☐ Somewhat conservative
- ☐ Middle-of-the-road
- ☐ Liberal

73. To which college constituent group do you belong?
- ☐ JCCC trustee
- ☐ JCCC administrator/manager
- ☐ JCCC full-time faculty
- ☐ JCCC part-time faculty
- ☐ JCCC full-time student
- ☐ JCCC part-time student
- ☐ Johnson county state legislator
- ☐ JCCC Foundation Board member
- ☐ Other, _____

Your Comments

Do you have any other opinions about your college that you would like to share with us? If so, please use this space for any comments you would like to make. Thank you.

Appendix 2

Factor Loadings of "Important to Do" Activities for All Responses to the Community College Activities Survey

Factor #1		Factor #2		Factor #3		Factor #4	
Act.	Load	Act.	Load	Act.	Load	Act.	Load
#20	.77	#39	.63	#19	.63	#49	.72
#21	.71	#51	.59	#23	.60	#22	.64
#56	.69	#35	.56	#29	.50	# 4	.55
# 9	.59	#48	.56	# 8	.50	#25	.54
#54	.59	#40	.48	#10	.48		
#38	.43	#52	.35	#24	.44		
#13	.42			#33	.35		
#66	.40						
# 3	.35						

Factor #5		Factor #6		Factor #7		Factor #8	
Act.	Load	Act.	Load	Act.	Load	Act.	Load
#43	.54	#50	.79	#45	.60	#26	.59
#46	.49	#12	.63	#34	.52	#64	.52
#55	.34	#30	.58	#59	.52	# 5	.33
#32	.34	#27	.38	#14	.50		

Factor #9		Factor #10		Factor #11		Factor #12	
Act.	Load	Act.	Load	Act.	Load	Act	Load
#31	.71	#53	.67	#36	.46	# 2	.59
# 6	.57	#42	.60	#65	.40	# 7	.55
#28	.57			#62	.34		
				#58	.30		

Factor #13	
Act.	Load
# 1	.56
#47	.33
#60	.31

*Items below the dotted line for each factor were not included in determining mean scores for the factor.

Appendix 3.1

Mission #1: Providing credit courses and associate degree programs to students college age or older

Item #	Activity Statement	Factor Loading
20:	Offer credit courses in the arts and sciences, the health, engineering and agricultural sciences, business and other academic areas to adult students older than traditional college age so that they can continue to study toward a bachelor's degree in these fields at a college or university.	.77
21:	Offer credit courses, certifictes and degree programs in business and public services, and other occupational areas to adult students older than traditional college age to prepare them for jobs in these fields.	.71
56:	Offer credit courses in technical fields, such as mathematics, accounting, engineering and computer science, to students college age or older so that they can continue study toward a bachelor's degree in these fields at a college or university.	.69
9:	Offer credit courses in the natural and physical sciences, such as biology, chemistry, physics and geology, to students college age or older so that they can continue study toward a bachelor's degree in these fields at a college or university.	.59
54:	Offer credit courses in the humanities, social sciences, fine and performing arts, such as psychology, history, theater and sculpture, to students college age or older so that they can continue study toward a bachelor's degree in these fields at a college or university.	.59
38:	Offer credit courses in the arts and sciences, the health, engineering and agricultural sciences, business and other academic areas to students college age or older for their general personal and educational development.	.43

Mission #1: Providing credit courses and associate degree programs to students college age or older
(continued)

Item #	Activity Statement	Factor Loading
13:	Offer credit courses, certificates, and associate degree programs in commercial arts, such as advertising design, photography, media broadcast and production and interior design, to students college age or older to prepare them for jobs in these fields.	.42
66:	Offer credit courses, certificates and associate degree programs in new and emerging technologies, such as computer-assisted drafting/manufacturing, robotics, fiber optics and laser technology, to students college are or older to prepare them for jobs in these fields.	.40
3:	Offer credit courses, certificates and associate degree programs in business and public services, agriculture, technologies, health services and other occupational areas to college age or older to prepare them for jobs in these fields.	.35

*Items below the dotted line were not included in determining mean importance and performance ratings for the mission.

Appendix 3.2

Mission #2: Providing entry-level vocational training

Item #	Activity Statement	Factor Loading
39:	Offer basic hands-on skills training for semi-skilled jobs, in such areas as food services, component assembly and clerical services, to adults college age or older to prepare them for immediate employment.	.63
51:	Offer credit courses, certificates and associate degree programs in office education fields, such as clerical and typing, keypunch and data entry, stenography and work processing, to students college age or older to prepare them for jobs in these fields.	.59
35:	Offer credit courses, certificates and associate degree programs in entry level technologies and health services, such as welding, auto mechanics, licensed practical nursing and dental assisting, to students college age or older to prepare them for jobs in these fields.	.56
48:	Offer credit courses, certificates and associate degree programs in hospitality services, such as food services, hotel-motel management and travel agencies, to students college age or older to prepare them for jobs in these fields.	.56
40:	Offer short-term skills training in small appliance repair, tax preparation, investment counseling and other personal services to senior citizens and other interested members of the community to provide them opportunities for self-employment.	.48
52:	Offer basic hands-on skills training for semi-skilled jobs, in such areas as food services, component assembly and clerical services, to unemployed high school age youth to prepare them for immediate employment.	.35

*Items below the dotted line were not included in determining mean importance and performance ratings for the mission.

Appendix 3.3

Mission #3: Providing services and facilities for businesses, community groups, and individuals

Item #	Activity Statement	Factor Loading
19:	Make technical services, such as research and computer services, available to local businesses, non-profit organizations and other community groups as a community service.	.63
23:	Provide applied research and consulting services within the limits of faculty expertise in such areas as resource and energy conservation, staff and community development and needs assessment to local non-profit organizations and other community groups as a community service.	.60
29:	Act as a clearinghouse and referral agency for educational and social sevices provided for members of the local community as a community service.	.50
8:	Provide access to facilities, such as meeting rooms, exhibition space and performance areas, to local businesses, non-profit organizations and other community groups as a community service.	.50
10:	Assist state and local government agencies, chambers of commerce and other local community groups in attracting business, industrial and residential development as a community service.	.48
24:	Provide basic health care referral, child care, counseling and job placement services to members of the local community who are not students as a community service.	.44
33:	Organize recreational activities, such as field trips to historical sites or cultural events and other outings for all interested members of the community for their general interest and recreation.	.35

*Items below the dotted line were not included in determining mean importance and performance ratings of the mission.

Appendix 3.4

Mission #4: Providing special assistance and programs for mentally and physically handicapped students

Item #	Activity Statement	Factor Loading
49:	Offer basic hands-on skills training and occupational courses and programs to mentally handicapped persons to prepare them for employment.	.72
22:	Offer instruction in basic reading, writing and mathematics skills to mentally handicapped persons to prepare them for entry into the work force or to provide them with everyday life and survival skills.	.64
4:	Provide special assistance, such as sign language interpreters and tutoring services, to deaf and hearing-impaired students to assure them equal access to college resources and programs	.55
25:	Provide special assistance, such as braille and audio texts, aides and guides, tutoring services and adaptive equipment to blind and physically handicapped students to assure them equal access to college resources and programs.	.54

Appendix 3.5

Mission #5: Providing programs to assure the general educational competence of the community

Item #	Activity Statement	Factor Loading
43:	Offer courses and workshops in community issues and other current social, economic and political issues to all interested member of the local community to help develop an informed citizenry.	.54
46:	Provide a comprehensive curriculum requiring courses in communications, humanities, social sciences, mathematics, natural sciences and physical development for students to ensure their general educational competence.	.49
55:	Offer instruction in study skills and academic survival skills to students who are unfamiliar with the demands of college work to increase their chances of success in academic and career programs.	.34
32:	Offer courses and workshops in practical life skills, such as family financial planning, health and nutrition and consumer education, to all interested members of the local community to help them improve the quality of their lives.	.34

*Items below the dotted line were not included in determining mean importance and performance ratings of the mission.

Appendix 3.6

Mission #6: Providing instructional programs to students who have never graduated form high school

Item #	Activity Statement	Factor Loading
50:	Offer credit courses and programs in business and public services, agriculture, technologies, health services and other occupational areas to students who have never graduated from high school nor earned a G.E.D. diploma to prepare them for jobs in these fields.	.79
12:	Offer credit courses in the arts and sciences, the health, engineering and agricultural sciences, business and other academic areas to students who have never graduated from high school nor earned a G.E.D. diploma so that they can continue study toward a bachelor's degree in these fields at a college or university.	.63
30:	Offer instruction in basic reading, writing and mathematics skills to students who have never graduated from high school not earned a G.E.D. diploma to prepare them for entry into academic and career programs.	.58
27:	Offer instruction in basic reading, writing and mathematics skills to students college age or older to prepare for entry into academic and occupational programs, to develop everyday life and survival skills, or to earn a General Equivalency Diploma (G.E.D.).	.38

*Items below the dotted line were not included in determining mean importance and performance ratings of the mission.

Appendix 3.7

Mission #7: Sponsoring activities and services to promote student life

Item #	Activity Statement	Factor Loading
45:	Sponsor intercollegiate athletic teams in various sports, such as baseball, volleyball, track, swimming and football, for male and female students to complement the educational program and assist their personal development.	.60
34:	Operate residence halls for students who live beyond normal commuting distance from the college and wish to attend.	.52
59:	Sponsor student government organizations, student publications and other activities, such as film and concert series, field trips and intramural sports, for students to complement the educational program and assist their personal development.	.52
14:	Offer scholarships and provide special tutoring and advisement to students with special talents, such as band and orchestra members, student athletes and other leaders in student organizations, to assist them in making progress in their educational programs.	.50

Appendix 3.8

Mission #8: Providing special services for minority groups.

Item #	Activity Statement	Factor Loading
26:	Offer scholarships and other financial assistance to minorities, disadvantaged and other students who might not otherwise attend college.	.59
64:	Support affirmative action goals by making special efforts to recruit and retain qualified women and minority faculty.	.52
5:	Organize support groups and provide counseling and tutoring services for special populations, such as ethnic/racial minorities, veterans and women returning to the worktorce, to assist them in benefiting from college courses and programs.	.33

*Items below the dotted line were not included in determining mean importance and performance ratings of the mission.

Appendix 3.9

Mission #9: Providing credit courses to high school students

Item #	Activity Statement	Factor Loading
31:	Offer credit courses in the arts and sciences, the health, engineering and agricultural sciences, business and other academic areas to high school age students with advanced standing so that they can earn credits toward a bachelor's degree at a college or university.	.71
6:	Offer credit courses and programs in business and public services, agriculture, technologies, health services and other occupational areas to high school age students with advanced standing so that they can earn credits toward completion of a degree program at a college or university.	.57
28:	Offer credit courses, certificates, and associate degree programs in business and public services, agriculture, technologies, health services and other occupational areas to high school age students as part of their educational program.	.57

Appendix 3.10

Mission #10: Providing special programs and services for students whose native language is not English

Item #	Activity Statement	Factor Loading
53:	Offer English language instruction to students whose native language is not English to prepare them for entry into academic and occupational programs or to provide them with everyday life and survival skills.	.67
.60	Provide special tutoring services and counseling to students whose native language is not English to assist them in benefiting from college courses and programs.	.60

Appendix 3.11

Mission #11: Providing credit courses and programs at accessible locations to meet the educational needs of adults in the community

Item #	Activity Statement	Factor Loading
36:	Offer credit courses, certificates and associate degree programs to interested adults in the community at such easy-to-reach locations as shopping centers, public libraries and other public facilities to increase access to education opportunities.	.46
65:	Develop specific programs to assist individuals seeking retraining opportunities because of unemployment in their primary field.	.40
62:	Expand college facilities by acquiring land and buildings in various locations in the country to serve the growing needs of its residents.	.34
58:	Cooperate with four-year state universities to provide 3rd and 4th year courses on the community college campus or in the local community that lead to a bachelor's degree from the university.	.30

*Items below the dotted line were not included in determining mean importance and performance ratings of the mission.

Appendix 3.12

Mission #12: Providing special support services and programs for students of high academic ability

Item #	Activity Statement	Factor Loading
2:	Offer special academic courses and programs and special support services to students with high academic ability to attract them to the community college and to encourage excellence.	.59
7:	Offer scholarships and other financial assistance to students of high academic ability to encourage them to attend.	.55

Appendix 3.13

Mission #13: Providing general interest courses for senior citizens and other members of the community

Item #	Activity Statement	Factor Loading
1:	Offer courses and workshops in practical life skills, hobbies and crafts and other general interest subjects to senior citizens for their general interest and recreation.	.56
47:	Eliminate or reduce all or some of the normal charges for senior citizens to encourage them to enroll in college courses and programs.	.33
60:	Offer courses and workshops in hobbies and crafts and other subjects, such as weaving, stamp collecting and bridge to all interested members of the local community for their general interest and recreation.	.31

*Items below the dotted line were not included in determining mean importance and performance rating of the mission.

Appendix 4

Response Rates By Constituent Group

JCCC Constituent Group	Number Surveyed	Number Responding	Response Rate
Board of Trustees	6	5	83.3
Foundation Board of Directors	32	13	40.6
Administrators	31	23	74.2
Full-time faculty	190	105	55.3
Part-time faculty	161	37	23.0
Student Senate	13	11	84.6
Day student	308	120	39.0
Evening student	484	185	38.2
TOTAL	1,225	499	40.7

ERIC® CLEARINGHOUSE FOR JUNIOR COLLEGES
UNIVERSITY OF CALIFORNIA
OCT 12 1984
8118 Math-Sciences Building
Los Angeles, California 90024